T W I S T

The Effects of Campus Violence on Students' Academic Performance at the University of Venda

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Abstract

The study seeks to find out how campus violence affects students' academic performance and the factors that lead to such engagements, with knowledge of the cause of the problem it becomes possible to develop solutions to the problem. The study was conducted in a qualitative nature to gain an informed view of the problem at hand, the open-ended information provided enabled the study to explore the effects, the cause of the problem, and possible preventative measures. The study undertook ethical considerations to ensure the satisfaction and comfort of participants and to ensure that no line was overstepped in terms of invasion of privacy, confidentiality, anonymity, deception, and informed consent. Careful practice of ethical considerations during the conduction of the research was carefully maintained for the success of the study.

INTRODUCTION

According to (WHO, 2019), campus violence is a global societal issue where discrimination against people based on their ethnicity, gender, country, or social class is commonplace. Students' academic performance and other parts of their lives have suffered as a result of campus violence. At the University of Venda, violence has taken many forms, including verbal, physical, emotional, and sexual. It has an impact on universities that are private or public in all developed, developing, and impoverished nations. The study's opening chapter provides an overview of the research as well as its historical context, encompassing the three realms. It emphasizes the need for the study to be conducted as well as the problem statement, goal, significance, research questions, objectives, and delimitation.

Around one in three kids between the ages of 13 and 15 report having experienced bullying globally, and one in three report having engaged in physical altercations, according to UNICEF (2018). According to a UNICEF estimate, around 17 million teenagers in 39 developed nations have bullied their peers at school. According to the National Center for Education Statistics Report (2011), bullying at school occurred for approximately 27,8% of American kids between the ages of 12 and 18.

Violence in educational contexts is a highly significant and complex issue, according to Almerab (2017). Campus violence has an impact on students' social, cultural, intellectual, psychological, and environmental aspects in addition to their academic achievement. An investigation by the Guardian found that rape, sexual assault, coercion, unwanted touching, and grouping harassment have all occurred in almost 62% of UK campuses. According to the Office for National Statistics Estimates, 8% of women in England and Wales had been raped. An anonymous questionnaire was used to conduct the inquiry (Reynolds, 2018). Universities have shamefully understated the frequency of abuse cases

involving women perpetrated by academic staff, even if these instances relatively infrequently result in suspension or expulsion. Sara Green finds it disturbing that there is inconsistent reporting of sexual violence.

An examination found that the institution had at least 215 reports of staff and student misbehavior between 2012 and 2017, making it the site of the most violent occurrences in Cambridge. Due to these alarming numbers, the university implemented a system that let students report occurrences in confidence, which resulted in a 128 case decrease. Durham University had the second-highest number of cases reported. Sam Gyimah, the university minister, said that the university community as a whole encourages institutions to take proactive measures to combat sexual harassment, including making sure that students feel comfortable and free to report concerns. In 2018 Batty and Cherubini Italy has not been affected by the level of violence. In 2014, a nationwide poll was conducted, and the most recent data given by the Italian National Institute of Statistics (ISTAT) indicated that 21 percent of Italian women had been victims of sexual violence at some point in their lives.

Student strikes are another prevalent type of violence on campuses. In Nigeria, the term "student strike" is not unfamiliar. According to Ediyand (2013), strikes have caused significant setbacks for university education in Nigeria, including disrupted academic programs, an increase in students' years of study, poor attention, and bad student-lecturer interactions. Strikes are a common way that students demand that the administration of the university make decisions that are best for their welfare. They also utilize strikes as a form of protest policies they believe are meant to hinder rather than help them. When students strike on campus, there is a concern because they can act irresponsibly and negligently, causing damage to buildings that benefit them, such as residence halls, stores, libraries, and classrooms.

Students become distracted from their studies when academic activities are interrupted. The academic calendar is delayed and diverted when there is an ongoing policy dispute between the government and the school. According to (Chijioke, 2013), a strike is a planned cessation of work by a group of employees to compel an employer or group of employers to comply with demands. For the purposes of this study, a strike is any disruptive action taken by students in response to policies or situations that they find unacceptable and that they direct towards the government, society, and university administration.

Sexual violence has affected women in South African educational institutions on multiple occasions. Nkosi (2018) reports that between 2011 and 2014, 147 occurrences of rape, sexual assault, and partner violence were reported by around 15 universities in South Africa. The former Minister of Higher Education and Training claimed that 47 incidents of sexual assault against students were recorded on South African campuses in 2017. According to Bila (2021), a 14-year-old girl named Lufuno Mavhunga killed herself after being the target of bullying at her school in Thohoyandou, in the province of Limpopo. To effectively address bullying prevention on campus, it is critical to address the issue in its early stages. This can be achieved by offering anti-violence classes and raising awareness of anti-bullying. When addressing the issue at its core, university initiatives will have the desired impact of reducing the number of students who engage in violent behaviour. At this point, people will no longer see violence as a cultural norm but rather as a social evil.

The Sexual Assault Response Team (SART) is a multidisciplinary team of specialists that will collaborate to support students who have been victims of sexual violence. The team is necessary to address the issue of rape at the University of Venda. SART wants to provide comprehensive, caring, and service-cantered services on campus. It also aims to confront the culture of gender discrimination, sexual assault, and rape. The University of Cape Town has demonstrated the effectiveness of the SART strategy, as evidenced by the decline in reported instances of sexual violence on campus after its implementation (Klopper, 2016).

To stop incidents of campus violence like the one that happened at the University of Venda in 2014—which was reported by Silas (2016)—and involved a former student named Ndivhuwo Ntsieni who was committing serious crimes both inside and outside of the university, intervention and preventative approaches must be developed. The former student was found guilty of the murder and rape of a first-year agricultural science student, a nursing student, and a third grader. He was sentenced to nine times life imprisonment plus an additional fifteen years. Strict enforcement of the legal system is necessary to make sure that criminals are discouraged from using violence and crime. Human rights violators must suffer the repercussions of their actions. Such illegal activity taking on in what is meant to be a secure learning atmosphere is intolerable.

Types of Violence on Campus

Physical abuse and violence in schools occur when a teacher or student uses physical force against another; this can include direct assaults on the body with items or weapons (UNESCO, 2017). Physical abuse can begin subtly and quietly, such as with a slap or an object thrown, and gradually become harsher or more severe. Various physical forms of abuse can be inflicted onto students, such as shaking, punching, pushing, kicking, spitting, beating, and even kidnapping (Jungmeen et al 2014). Both exposure to and injuries from violence have been linked to a rise in disruptive or inattentive classroom behaviour as well as a decline in academic achievement.

Sexual Violence

(UNESCO, 2017) Defines Sexual violence in the education setting as any sexual attempt to obtain Sexual at by violence or coercion, acts to traffic students, or acts directed against students' sexuality regardless of the relationship with the victim (Fantuzzo & Mohr, 2019). It occurs in times of peace and armed conflict situations, it is widespread, and it's

considered to be one of the most traumatizing, pervasive, and common human rights violations. Students affected by sexual violence in the education setting suffer from lowered social and emotional competence, diminished academic performance, and fear of more abuse(Barham, 2019). The WHO's world report on violence against students can be committed as systematic rape by strangers, unwanted sexual advances, demanding sex in return for favors, sexual abuse of mentally or physically disabled people, and sexual abuse of students(Asenberg et al, 2017). Both exposure to and injuries from violence have been linked to a rise in disruptive or inattentive classroom behavior as well as a decline in academic achievement.

Violent Emotions
Fusco and Funtuzzo (2012) define emotional violence in schools as any form of coerced, non-physical abuse that occurs amongst students. Individuals who suffer from emotional abuse in educational institutions are frequently threatened, manipulated, intimidated, and isolated, leading to feelings of anxiety, fear, and worthlessness. The term "emotionally abusive form of interpersonal violence" (Jungmeen et al., 2014) refers to all non-physical forms of violence as well as pain brought on by verbal and nonverbal acts in a school. Intentional and deceptive, emotional abuse is a control tactic. Like any other kind of violence, emotional abuse frequently coexists with other forms of abuse and mostly affects those who have less resources and influence. It's common for emotional abusers to feel responsible for their victims. Intimidation, shame, and embarrassment are examples of coercive or threat strategies that frequently result in intrapersonal, interpersonal, and intellectual constraints.

Violence against the Mind
Psychological violence is defined by the Council of Europe (2011) as any deliberate behavior that gravely compromises the psychological integrity of another individual by means of pressure or threats. Any act that injures someone's mental health is considered psychological violence, according to the European Institute for Gender Equality (2017). Examples of psychological violence include coercion, verbal abuse, defamation. According to Close (2014), several factors, including as alcohol and drug misuse, low self-worth, witnessing violence at home, anger and jealousy, desperation and mob mentality, and many others, are the root causes of school violence. Reduced academic performance, more disruptive and unfocused classroom behavior, academic restrictions, and social and emotional inadequacy are among the effects of school violence on students (Bostck, Plumton, et al, 2017). The establishment of legitimate institutions, expanding access to justice, expanding economic opportunities, and fostering social resilience through both institutional and non-institutional means are some ways to reduce violence in schools, according to Schwards and Davis (2016). However, the sustainability of interventions promoting peaceful and inclusive societies for sustainable development, providing access for all, and building effective accountable and inclusive institutions at all levels must also be taken into consideration.

Bullying Online
According to Gupta (2022), cyberbullying is defined as an act of aggression directed towards a person. This can involve sexual or psychological abuse by individuals connected through school, social media, or other online platforms. It can also involve the posting of hurtful remarks, false information, malicious rumours, or embarrassing images or videos online. The amount of time students spend online is increasing. More than ever, young people are utilizing technology for online activities such as communication, education, entertainment, and research. Students may abuse their phones, tablets, social media accounts, and the internet when they engage in cyberbullying. The use of electronic gadgets by students is a serious and growing issue. Some students find it challenging to concentrate on their studies because of these electronic devices (Strauss, 2012). This is undoubtedly a bothersome issue on campus.

RISK ELEMENTS FOR ON-CAMPUS AGGRESSION SPECIFIC ELEMENTS
The first level, according to SACE (2011), examines biological and personal history characteristics that raise the risk of becoming a violent victim or perpetrator. Age, education, income, substance abuse history, and use are a few of these variables. At this stage, prevention measures are frequently created to encourage attitudes, convictions, and actions that eventually stop violence. Certain strategies could involve training in life skills and education. People who have experienced abuse in the past, whether from family members or the wider community, are more prone to turn violent toward others, particularly as teenagers. People who abuse substances are also more likely to act violently toward others.
According to SAGE (2011), if violence is accepted as appropriate behaviour in the home, it suggests that using violence to treat people badly and disrespectfully in any way is acceptable. It also implies that physically attacking people is acceptable because that is what is happening at home.

Institutional Elements
After the family, school is the most important place for socialization because children spend about half of their waking hours there (SACE, 2011). Schools are essential settings where students learn a great deal about themselves in addition to acquiring academic knowledge, claims Burton (2008). This has to do with their proper conduct and social interactions. Because of this, the university can influence students' life in both positive and negative ways (SACE, 2011). School environments are two-edged swords: they can intervene against violent behaviour, but they can also expose pupils to violence through victimization and offense (Frank, 2006). Students are exposed to violence in the educational setting.

Community

Our neighbourhoods have evolved into violent institutions. Certain communities have extremely low values, which is detrimental to a child's upbringing. Teenagers will suffer in high-crime and violent settings; in some of these places, youth are coerced into joining gangs and engaging in criminal activity. According to De Wet (2007), the neighborhood and societal variables that the institution has little or no control over are the root causes of violence on campus. Increased violent occurrences, drug and alcohol abuse, gun ownership, and criminality are characteristics of the disorderly community.

According to SACE (2011), these elements increase students' likelihood of committing violent crimes as well as their susceptibility to doing so. People living in disorganized societies are often more vulnerable to high rates of crime (SACE, 2011). The student body and the surrounding community are the biggest predictors of disorder in higher education. In the conversation around campus violence, this is a widely acknowledged viewpoint.

Theoretical Structure

Reasoned Action Theory will be applied in this investigation. According to the reasoned action theory, a person's behavior is dictated by their purpose to carry out the behavior, which is based on their attitude toward the behavior and their subjective norms. Its primary application is the forecasting of people's behavior based on their preexisting attitudes.

A person chooses to participate in a specific action depending on the results they hope to achieve from carrying out the behaviour. Martin Fishbein and Icek Ajzen created the hypothesis in1967. The relationship between attitude, beliefs, conduct, and intentions forms the foundation of the conceptual framework of Reasoned Action Theory. Beliefs are the facts that a person has learned about a subject from their environment; attitudes are the opinions that support or oppose a specific topic; and behaviours are the things that a person exhibits. The likelihood that a person will engage in a behaviour and social influence determine the behavioural intention strength.

RESEARCH DESIGNATION

The research design, research methodology, study population and location, sampling strategy, data collection technique, data analysis, and ethical considerations are all described in the paper.

Method of Research

This study employs a qualitative approach because it provides a comprehensive insight of the how and why of a phenomenon. The qualitative approach, in contrast to the quantitative approach, offers the chance to explain numerical facts. Flexibility is greatly enhanced by qualitative methodologies' data collecting and processing.

Research Design

The study chose a phenomenon research design to examine people's lived experiences and obtain understanding of their motivations and behaviours. The design facilitates the creation of new theories by making the relationship between lived experiences and thetheories that explain them more clear.

The Study Location

The study was carried out at the University of Venda, which is situated in the South African province of Limpopo in Thohoyandou. The Republic of Venda government established the University of Venda (Univen), a comprehensive rural university, in 1982.

According to Hu (2014), the target population from which the sample would be drawn is the population under investigation. Final level male and female students who have experienced violence on campus make up the study's population.

Procedure for Sampling and Sampling

Non-probability sampling, in which the researcher chooses a sample based on their judgment, is the sampling technique used in this study. It is unknown how likely a selection would be made using this method. Since it could be challenging to identify students who have been the victims of campus violence, snowball sampling will be the sample technique employed in this study. Snowball sampling will be used in this investigation due to its time and cost effectiveness.

Method of Gathering Data

Collins (2020) defines a data collection method as a system for precisely gathering data from multiple sources to offer insights and solutions, such as assessing an outcome or testing a hypothesis. To obtain high-quality data that can be evaluated and utilized to support choices is the primary motivation behind data collection. There are two types of data collection: primary and secondary. Semi-structured interviews were used in the study; these interviews are frequently open-ended and allow for flexibility, which will benefits the study.

Analysis of Data

Bernadita in 2022 describes data analysis as the act of removing errors, modifying data, and creating models to find information that can be used to make decisions. Extraction of relevant information from data and decision-making based

on the analysis of the data are the goals of data analysis. The study will include a theme analysis of qualitative data. The social science version of the statistics software will be used to import, code, and clean qualitative data before analysis. Next, descriptive analysis will be performed, which entails figuring out how frequently each person's responses occur.

Examination Data
The participant biographies, the data display, and the data analysis are all included in this section.

Biographical Data
The biographical data of research participants is shown in the table below based on their age, gender, and educational attainment. Eight people participated, three of whom were men and five of whom were women, based on the information in the table. between the ages of 19 and 29. The data in the table indicates that female students are primarily impacted by acts of violence on campus. The data also shows that campus violence at the University of Venda affects students at all levels.

Table 1 Biographical information of the research participants

Participants	Age	Gender	Education level
Participant 1	19	Female	First level
Participant 2	22	Female	Second level
Participant 3	20	Female	Second level
Participant 4	29	Male	Final level
Participant 5	21	Male	Third level
Participant 6	19	Female	First level
Participant 7	24	Male	Final level
Participant 8	22	Female	Third level

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION
Theme 1 Different ways in which students are affected by campus violence

"Being a victim of violence largely affected my mental health, I lost my sense of belonging and lost myself in the process, due to name calling and hurtful words my self-esteem went low. It was hard to show up on campus and class I would always lock myself in my room" (participant 5)

"I started performing poorly with my academics, academics require a healthy mental state and focus which I could not submit myself to, I lost focus on my academics, I had no motivation to excel in any aspect of my life, I was constantly absent from class, I used to do well on my studies, I would get distinctions in almost all my modules until I was emotionally violated by my classmates making accusations, one of them was that I was having an intimate relationship with my lecturer, this caused me psychological distress" (participant 2) added.

" I constantly thought of ending my life, I remember there was a period when I did not go to school for two months I had concluded that I am dropping out."(participant 2)

Students are impacted by campus violence in one way or another, according to research studies. These effects include, but are not limited to, poor academic performance, dropout and absenteeism, psychological discomfort, low self-esteem, and an inclination toward suicide. According to research by Balfanz and Byrnes (2010), there are a number of things that can prevent them from studying, such as task failure and course failure. According to WHO, 2019, students who are victims of intimate partner abuse and sexual violence face serious hazards to their physical and emotional health. Children who witness violence in schools are more likely to develop cancer, diabetes, attachment difficulties, substance abuse, heart illness, and respiratory ailments, according to Gupta 2022.

Theme 2 Students at the University of Venda have endured various sorts of violence
Physical violence

"I remember my second year in the university of Venda, I had gone to lecture walls at night to study for an exam I got physically attacked by about 3 male students, they took my cell phone and threatened me not to report what happened"(participant 3) added.

"according to my observation alcohol influences physical fights on campus"(participant 4)

Sexual violence

"I remember the time my boyfriend physically assaulted me and sexually harassed me at our residence, even though I reported this it still had an impact on me and my academics, I constantly had suicidal thoughts as well as dropout thoughts. I isolated myself. Because I needed to escape my reality I began to abuse alcohol, I could not define my purpose and my worth"(participant 2) added.

Bullying

"Having bullying and cyberbullying afflicted me affected my social life, I started isolating myself, and I deleted all my social media platforms to avoid bullies. This caused me anxiety and affected my mental

health. I received threatening messages from bullies, they made it difficult for me to report them, I was worried about my safety." (Participant 5) added.

<u>Emotional violence</u>
> *"The emotional abuse my roommate was posing on me started with name calling expressed as jokes, she began to be judgemental towards my ways of doing things, since are different and came from different backgrounds. He made my life uncomfortable. I experienced depression and anxiety. He would play music loudly late at night even when I was trying to study"(participant 7) added.*

A study by Jordan, Gregory, Combs, and Smith (2014) discovered that students' academic performance was negatively impacted by sexual violence. According to (Jordan et al., 2014), there is a higher likelihood of psychological distress, dread, self-destruction, and disordered eating behavior among victims of sexual abuse. Victimization by violence can have an impact on first- and second-year students. Bullying in higher education is undervalued and rarely discussed, although it can have detrimental effects that include anxiety, poor academic performance, physical and psychological harm, and, in extreme cases, suicide and murder. Cyberbullying, which is the most common type of bullying at the university, is characterized by the dissemination of rumours online, the sending of threatening messages, and the exposure of personal photos or videos to cause shame or humiliation.

Theme 3 Techniques used to stop violence on campuses
Strengthening security
> "*I suggest that the university management should minimize the access of visitors into residences because they can influence violent behavior or pose threats to students and the university In general"(participant 6) added.*
> *"It is important that the security management regularly searches students' residences, to check for things that could pose danger such as weapons, alcohol, and substances. (Participant 3) added.*
> *"The security management should be tightened to ensure that access to drugs and alcohol is denied. (Participant 1) added*

Engage in conflict resolution
> *"Conflict and violence continue to rise on campus because resolution and mediation are not always engaged, students need to gain closure from violent encounters. I have not fully healed from my traumatic experience because there was no mediation or resolution, I think it would have helped me to have a resolution with my conflict partner. (Participant 8) added.*

Creating campus violence awareness programs
> *"I suggest that we should have violence awareness where all different forms of violent behaviors are highlighted and all the factors which led to such behaviors" (Participant 8) added*
> "*There should be a platform that allows students to report violent behavior anonymously" (Participant 4) added*

Most students are eager to participate in developing tactics that can be modified to combat campus violence, according to research. Participant 1 went on to say that since alcohol and drugs are known to have an impact on aggressive conduct, he believes the University of Venda should bolster security to make sure that they are not allowed on campus or in residences. Coordination between students, the University of Venda administration, and the South African police force is necessary to combat campus violence. To address campus violence, the contributing reasons must be determined so that remedies can be put in place for each one. To lessen violence, victims of abuse must receive counselling in addition to increased knowledge. It is necessary to continue mediation and conflict resolution.

EXAMINATION OF THE RESULTS
The University of Venda conducted interviews to gather information for the study on the impact of campus violence on students' academic performance. Through one-on-one interviews with participants utilizing the narrative design, data were gathered. the impact of violence on campuses on students' academic achievement.The study's conclusions demonstrate how seriously the effects of campus violence on students should be taken. According to the study's data, people who exhibit violent behavior in their adult life have a history of violent backgrounds, including having witnessed violence in their families, communities, or educational institutions. This suggests that violent behaviour is adopted. The study presents several impacts, ranging from suicidal inclination to absenteeism. Various research papers regarding the consequences of violence on campuses claim that violence exists in all schools, colleges,and universities worldwide

Despite the Department of Education and Higher Education's attempts, the South African Police Service The increase in campus violence does not, however, mean that the issue should be ignored; rather, it means that greater work and important choices must be made. Being around violence can make it difficult to focus on your studies. Studies have shown that students who witness violence are more likely than their non-violent counterparts to drop out, receive poor grades, and take longer to finish their courses When students witness acts of violence, they run the danger of developing fear, sadness, and self-isolation, which prevents them from sharing their experiences with others.various manifestations of

violence on campusesThe study's conclusions indicate that, among other types of violence, cyberbullying, physical violence, emotional violence, and sexual violence are all common at the University of Venda. Because of fear, resentment, and jealousy, violent people inflict violence on others who are their victims. Despite efforts to raise awareness, evidence from participants in interviews at the University of Venda indicates that sexual violence is still on the rise. Results indicate a relationship between alcohol effect and violent behavior in intimate relationships. Participants offered a variety of tactics for dealing with on-campus violence. In order to provide a secure environment for students where they can succeed in all facets of their lives, participants offered a variety of approaches that could be utilized to reduce campus violence. A participant mentioned that they were subjected to violence in the form of name-calling, cruel words, judgment, and humiliation. Techniques used to stop violence on campusesThis subject outlines tactic used to stop violence on campuses, such as stepping up security, resolving conflicts, and offering at-risk students therapy. Increasing security is a crucial tactic for averting violence on campuses. In order to maintain safety and control, participants recommended that individuals who frequently visit campus be observed. They also said that it is imperative to make sure that alcohol and other drugs are not allowed on campus.

SUMMARY OF THE RESEARCH

Students need to spread awareness about violence. In order to convey a clear message to those who commit acts of violence, students must encourage one another to report violent behavior and fight the urge to remain silent. Students must organize matches and lawful rallies against campus violence as part of their attempts to address the problem. The administration of the University of Venda ought to provide female students with self-defense instruction. This is done to create balance rather than to exclude male students. Results indicate that compared to male students, female students are more impacted by on-campus violence. The administration of the University of Venda must put in place regulations pertaining to on-campus violence that will uphold the law and justice. Systems for managing conflict and trauma must be put in place. To guarantee student safety, the University of Venda and the South African police force ought to collaborate. Violence must be punished, and the SAPS must make sure that this happens.

CONCLUSION

The purpose of this study was to investigate how students' academic performance is affected by violence on campus. This study is essential for giving a thorough grasp of the types of campus violence, how they occur, and the tactics that can be used to stop them. them also helps students perform better academically. The three goals were applied to the data analysis and interpretation. Informed consent, confidentiality, privacy, and anonymity were among the ethical issues that were carefully used in this investigation. The study made use of the theory of reasoned acts to analyse behaviour in humans.

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